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to serve a summons on "Susie," his sweetheart, as described in chap. viii on "Girls as Citizens."

The writer of this review is not unduly critical. He believes that he is merely typical of many earnest students of educational problems who find themselves a little puzzled by an attempt fully to reconcile theory and practice at the Republic. To such students a detailed and perfectly frank discussion of the principles of the division of the labor of administration between the citizens and the adult officers of the Republic would be most helpful. In other words, this account of the Republic fails to make quite clear what the rôle of the dominant personality of a successful republic must be. To make this problem perfectly clear, as I believe Mr. George could, would be a great contribution to pedagogy.

Meanwhile, there is no need that teachers wait for the opportunity to found a republic exactly like that of Mr. George before they begin to put into habitual practice its most significant teachings. To the reviewer these seem to be such as can be used by all those who have to do with the training of young people, whether in the home, in the day school, or in the institution.

These teachings are: First, that every young person needs an inspiring, loving, trusted, personal, grown-up friend; second, that home, school, and reformatory become many fold more effective toward right conduct and good character if there is some organization that compels the newcomer to feel the social approval and disapproval of his peers; third, that adequate motives toward activity and social efficiency are essential to the best efforts of the young.

In the Junior Republic the economic motive is prominent. The home and the day school also must either avail themselves of this motive or find adequate substitutes for it.

In short, the lesson of the George Junior Republic is that, in addition to a good teacher, a good school needs adequate social motives of a personal sort, and adequate motives in the field of the child's physical, possibly economic and vocational, activities.

HENRY W. THURSTON

CHICAGO, ILLINOIS

Exposition and Illustration in Teaching. By JOHN ADAMS. New York: Macmillan, 1910. Pp. 428. \$1.25 net.

In commenting on Professor Adams' earlier work, *The Herbartian Psychology Applied to Education* (1898), a prominent educator said it appealed to him as an "oasis in a desert of method books." The later book has the same attractive qualities. The author has chosen a relatively limited field, "Exposition and Illustration," and has treated it adequately and thoroughly. In its limited scope it is like McMurray's *Method of the Recitation* and unlike Bagley's *Educative Process*. In the thoroughness of its treatment it is like some chapters in James's *Principles of Psychology*, which it resembles in certain other respects. Students sometimes read James just for the numerous anecdotes and incidents which are included. Similarly, Professor Adams' book bristles with concrete examples, many of which are sufficiently humorous

to serve as good stories for after-dinner speeches. In my first reading of the book, I had determined to glance it through rapidly to note its fundamental theory, but I found myself reading completely the illustrations, of which there must be more than a hundred.

It is not perfectly clear for what kind of teaching situation Professor Adams writes. Teaching is discussed as systematic, scientific, and artistic exposition, and rhetorical theory and the psychology of listening are treated, as by Quintilian in his discussion of the training of an orator. Examples are chosen sometimes from teaching, but very often from lecturing, preaching, essay writing, etc. Such expository teaching, which is the standard method with German secondary teachers, is rare in America below the college. Illustration, which means "explaining or exemplifying as by means of figures, comparisons, and examples," is treated in the second half of the book. This kind of teaching is more common in American schools, where such teaching as is not testing consists of supplementing or explaining the textbook. The topics discussed under illustration are exemplification and analogy, the story as illustration, elaboration, degree in illustration, material illustrations, the picture as illustration, the diagram as illustration, and dangers of illustration.

The discussion of exposition is based largely on the psychology of association and apperception—in the sense of the influence upon present response of the individual's past experience and present mental content. Much of this treatment is similar in content and style to James's "Stream of Thought" chapter, the terminology of which is largely used: e.g., "transitive" and "substantive" elements, "focal" and "marginal," "a continuum in constant change," etc. The chapter headings are "Mental Contents," "Mental Activity," and "Mental Backgrounds."

Chap. vi contains a critical discussion of the Herbartian formal steps; chap. vii, a similar treatment of the aim of a lesson as conceived by the teacher and as stated to the pupils. Chap. viii discusses the logical versus the psychological order of presentation, and the principles of proceeding from the simple to the complex, from the concrete to the abstract, etc., as summarized by Spencer.

In its structure and organization the book differs radically from some of the other books in the Macmillan pedagogical series, which have elaborate analytical tables of contents, paragraph headings, etc. Evidently Professor Adams has consciously aimed at the opposite extreme, and hence the book possesses none of the mechanical aids to study which James has decried in his criticism of those textbooks in which the material is "comminuted for the pupil into small print and large print, and paragraph headings, and cross-references and examination questions, and every other up-to-date device for frustrating the natural movement of the mind when reading, and preventing that irresponsible rumination of the material in one's own way which is the soul of culture." The student will find none of these aids present, but will have to "dig out" the main points, which are often buried unnumbered in obscure sentences in the middle of paragraphs. Moreover, the interesting illustrations, while they hold the student's interest, are likely to result in his missing the larger point.

The limited scope of the book would seem to preclude its use as the main

or dominant text in a general method course, but as one of several texts or as a reference work it should prove very valuable. For general use by teachers it offers the rare combination of interesting reading and profitable study.

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S. CHESTER PARKER

The Arts Course at Medieval Universities, with Special Reference to Grammar and Rhetoric. By LOUIS JOHN PAETOW. Urbana: The University of Illinois, 1910. Pp. 134. \$1.00.

This work, originally intended as a doctoral dissertation, presents the results of thorough and accurate research. The mediaeval universities have of late been receiving in this country much of the careful attention they deserve, and the present thesis, with the investigations of Haskins, the treatise of Abelson, and the source-text of Norton, will fill in some of the gaps left by even such monumental works as those of Rashdall and Denifle. "The main theme has been to show just how and why the study of language and literature was neglected especially during the century before Petrarch"; but in working out this problem the author has thrown a flood of light upon a number of obscure places in university organization, curriculum, and texts.

From evidence supported in each case by a variety of documents, Dr. Paetow shows how absurd was the conclusion that the Latin classics were omitted by the mediaeval universities because of "the utter barrenness of classical as well as of other lay learning in the Middle Ages." In checking on this error, he treats at length the other interests—logic, philosophy, theology, law, and medicine—that served to distract attention from language and literature. Grammar, however, he finds did not die without a struggle, as witness the efforts of Alexander of Villedieu and Eberhard of Bethune, and later of John Garland and Roger Bacon. The exceptional interest in the subject, although without improvement in content and method, that was manifest at Toulouse and Perpignan, indicates what might have been general, had conditions been favorable.

The most noteworthy contributions of the author would seem to be his demonstration that there were at times separate faculties and degrees in "grammar" and the "notarial art," distinct from those in "arts," and his extensive and illuminating discussion of the *ars dictaminis*. The bibliographies of sources, both in manuscript and in print, and of secondary works, with the brief evaluation of each, show the pains that Dr. Paetow has taken in his research, and must prove of great value to the historical or educational specialist. The work, too, is well written.

FRANK P. GRAVES

OHIO STATE UNIVERSITY

High School Administration. By HORACE A. HOLLISTER. Boston: D. C. Heath & Co., 1909. Pp. xi+379. \$1.50.

A young man or woman desirous of devoting his life to teaching in secondary schools and ambitious of becoming a principal or more than merely a subject teacher must depend upon books for much of his preliminary